



SmartARTs



Integrated Curricular Unit PLANNING GUIDE

Please use this form as a thinking/discussion guide. We anticipate changes as you go along.



PLEASE COMPLETE THE PLANNING GUIDE ELECTRONICALLY AND SAVE AS A WORD DOCUMENT. IN ADDITION TO HARD COPY SUBMISSION, EMAIL A COPY OF THE ENTIRE DOCUMENT TO YOUR MENTOR. REFER TO GUIDELINES FOR SUBMITTAL DEADLINE DATES. (NO HANDWRITTEN PLANNING GUIDES WILL BE ACCEPTED)

Teacher (name/grade): Holly Hill and Julie Summey/6-8

Artist (name/discipline): Peggy Hunt/dance and theater

Connecting Topics: Musical Dynamics/Tempo with dance and theater expression
(ex: American Revolution & Improvisation)

Inquiry Question: What is expression?

Subject Area: Chorus and Band

Planning dates: July 30 and 31 **Number of Students:** 140

Student Academic objective(s): *(Teachers, please include subject area, state goals, standards and objectives)*

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Student Artistic objective(s): *(Artists, please identify an artistic skill/process that will help achieve the academic objectives. Refer to the SC Standards for your art form)*

1. Identifying and demonstrating movement elements and skills in performing dance.
2. Understanding choreographic principles, processes and structure.
3. Understanding dance as a way to create and communicate meaning.
4. Applying and demonstrating critical and creative thinking skills in dance.
7. Making connections between dance and other disciplines.

Connections: *(Write a brief paragraph describing the connections you will explore between the art form and the content)*

Expression is the bridge that will be used to connect dance and theater with music. Movement and dance will be used to inform expression in music. Students will experience this through making masks, acting out emotions, characterization, Laban effort shape, and the use of props with movement and sound. This will help students embody expression to understand contrasts and internalize dynamics and tempo.

Anticipated process & Learning experience: How will students explore these connections? How does integrating these standards with this art form create a richer learning experience for students? Why do students learn more by doing it this way?

By exploring dance movement and performance art skills, the students will move between the aural and the kinesthetic. Students have a difficult time understanding musical expression. By experiencing expression through movement, they will learn to feel expression as well as performing it. They will explore these connections through many different activities.

Art form/anticipated learning artifacts: (photos, recordings, reflections of the learning process)

Videos, musical recordings, masks, reflections, group compositions, rhythm instruments, character stories

Unit activities ideas: Describe both artist and teacher activities:

Preliminary knowledge: Frontloading: How will you activate student curiosity, prior knowledge, memories and emotions so that students make strong connections and get the most learning during the unit?

Teacher- Show the movie, *August Rush*, to allow the students to see performers moving with expression in the music. Discuss with the students how they have experienced emotions with music. Review musical terms and discuss the emotional aspects of them.

Artist- Perform a mask show for the students. Discuss how body language shows expression.

Beginning: How will the unit start? What resources will be needed?

Activities to express emotions through mask making and movement. Students will also learn the basics of dance. Poster board for making the masks will be needed.



Middle: How will the unit proceed?

Students will experience expression through movement. They will learn that their expression and movement changes based on the musical style, characterization, dynamics, tempo and the use of props.

End: How will the unit conclude?

Students will create a group composition to show their understanding of expression. They will be able to choose if they would like to use their masks or props in their composition. This activity will be used to assess the students at the conclusion of the unit.

Personal/Social connections: How will you use the inquiry question to help students make personal connections with the content area? With the art form? How will you continue to explore these connections throughout the unit?

What is expression? Students will learn that they are expressing themselves every day, all the time. The learning process of this will begin with the frontloading activities and discussions. It will continue through every activity. Each activity in the unit will provide a different perspective of expression allowing the students to connect in multiple ways.

Answering the inquiry question: How will you create experiences in each session that allow students to answer the inquiry question in deeper, more comprehensive ways? What aspects or sub questions of the inquiry question will you explore?

Each session will allow the students to learn about expression through multiple activities. Other questions will be: What is emotion?, What are the basics of dance?, How does moving express emotion? How does the body movement show expression? How does body movement change with different musical expressions? How does movement change with different characters? How do you express dynamics and tempo through movement? How does a prop change how you express yourself through movement?

In what way(s) will students answer the inquiry question? (*example: writing, creative dramatics, creative movement, music, visual art*)
Writing, drawing, creative movement, music, discussion, visual art

How will you use this information to inform future session and progress of the unit?

We will discuss each morning during planning how students are responding and adjust to reach the students as needed.

Unit Support (*Questions to consider/discuss*)

Artist: What can the teacher do to best help you with the unit? (*Preparation, behavior management, support during and after the unit, etc.*)

Front loading, consult throughout the process, be co-creators, ask questions of the students, remain engaged, bring in ideas as needed

Teacher: What will you do during the artist sessions? What will you do to prepare for the artist sessions and how will you continue to support the inquiry on non-artist days?

We will remain engaged and participate as the students do. We will front load the students for several days before the unit begins. On non-artist days, we will discuss the ideas with the students and allow them to reflect on what they are learning.



Assessment: indicators of learning: What formative assessment strategies will you use throughout the unit to inform your teaching?
Morning discussions and planning, observations, participation, compositions, rubrics for masks, rubrics for the final composition, survey

What summative assessment will you use at the end of your unit to assess overall student learning? If using a rubric(s), please provide an electronic copy.

Students will perform a final composition in groups. We will check for understanding of expression through their movements. Students will be graded on their performance with the use of a rubric.

Schedule of Artist Sessions – Please notify Elizabeth of any changes

Session Dates & Times <i>(indicate exact times you will be in classroom)</i>	Activity(s) <i>(describe the activities designed for each session)</i>	Role of Teacher	Role of Artist	Reflection & Meaning Making <i>(writing, interview, visual, tableaux, discussion, etc.)</i>
1 Date: Nov. 3 Time: 9:56-10:44, 11:38-12:28 and 1:22-3:00	Talk about emotions, make masks	Help lead discussion	Teach how to make masks	Discussion
2 Date: Nov. 4 Time: _ same as above	Learn about basics of dance	Monitor behavior	Teach the lesson	Discussion
3 Date: Nov. 5 Time: same as above	Talk about emotions and how to move to them	Monitor and participate	Teach the lesson	Discussion
4 Date: Nov. 6 Time: same as above	Learn how music changes how we move	Monitor and participate	Teach the lesson	Discussion
5 Date: Nov. 9 Time: same as above	Learn how different characters cause us to react differently	Monitor and participate	Teach the lesson	Discussion
6 Date: Nov. 10 Time: same as above	How to express dynamics and musical expression with the body	Monitor and participate/video	Teach the lesson	Discussion
7 Date: Nov. 11 Time: same as above	Learn how to express dynamics and tempo through movement with props	Monitor, participate, video	Teach the lesson	Discussion
8 Date: Nov. 12 Time: same as above	Students will do group performances of their own creation to demonstrate what they have learned.	Evaluate as students perform, video performances	Evaluate as students perform	Discussion

Process Documentation: How will you work together to document the process throughout the unit? What types of documentation are meaningful for this unit? Consider who will document during different activities.

Video, pictures, daily reflections by students and teacher discussions

Video a student performance before and after the unit to assess student understanding

The teacher will break out at times to document the activities on video and with pictures.

How will you use this documentation to enhance student reflection and learning?

Students will be able to visually see what they are doing and self assess their understanding and participation.

Students will be encouraged to reflect on a daily basis in some form.

Vocabulary: What vocabulary will be introduced? Include vocabulary for content area, art form and any other new vocabulary introduced in this unit.

Vocabulary for the Bryson Middle School Dance/ Theater Expression Project.

DANCE:: choreography, creative movement, dance ,dynamics, dance elements, improvise, level, locomotor movement , non-locomotor movement, personal space, quality of movement, rhythm, space, phrase.

THEATER: characterisation, projection, vocal quality, improvisation, narrative, gesture

Materials: What materials or supplies will you need for this unit? (Please include details on page 3)

Poster board

Teacher Learning:

What will the teacher learn during this unit that will add tools to his/her teaching toolbox? Be specific. (ex: specific activity, element of art form, printed resources, introduction to a piece of art, how to access and encourage student creativity)

Creative movement, expression through movement, Laban effort shape, characterization, mask making, use of props with movement, warm up activities to allow for focus and awareness

How will you work together to ensure that teacher comfort and confidence in these skills are growing throughout the unit?

Planning, participation, communication, teacher feedback